

Yuba College Equity Plan 2022-2025

Executive Summary

As part of the 2022-25 Student Equity Plan requirements, each college is required to provide an executive summary that includes an assessment of previous equity initiatives, an overview of goals and initiatives planned for 2022-25, details regarding funding allocations, and contact information for further information.

Land Acknowledgement

Yuba College is located within the unceded territory of the Nisenan Peoples, and the original Tribal families have yet to recover from the near genocide of their people.

We acknowledge the Nisenan people are still here among us today, though they are nearly invisible, and their story continues to be excluded from history. We understand that the Nisenan land is not federally recognized, and Yuba College seeks to amplify the voice of the Nisenan as they pursue this recognition.

As residents and visitors in Nisenan land, we stand beside the Nisenan people and their right to sovereignty, self-governance, and self-determination through the stabilization of their people, homelands, and culture. This acknowledgment demonstrates a commitment to working to dismantle the ongoing legacies of settler colonialism and the lasting impact of the California gold rush.

We, therefore, commit to move beyond words into programs and actions that fully embody a dedication to Indigenous rights and cultural equity. We have an obligation to care for and respect the land we occupy, and a responsibility to support the native peoples in our community and those engaging with our institution as students, staff, faculty, and visitors. It is our hope that this acknowledgment will be the first step of many toward intentionally fulfilling our obligations to these communities and treaties.

For more information, and ways to support, visit Nisenan.org

Reflective Overview

In the Executive Summary for our 2019-2022 Equity Plan, Yuba College outlined an idealized vision of equity work. We acknowledged the college's history of failing specific groups within our community and we laid out a series of aspirational statements and broad activities which we hoped would begin to address those failures. We tried to create an identity rather than committing to a series of actions.

It was a necessary starting point for our thinking and work. However, by starting from that 30,000-foot view, we lost sight of several key components needed to create lasting change. The first of these key components for change was articulated in the feedback on our plan provided to us and the Chancellor's

Office by the Center for Urban Education's SEA (Student Equity and Achievement) review teams. We did not tailor our activities to address the needs of specific student populations. As a result, it is difficult to connect any specific activity to DI (Disproportionate Impacts) data, much less to assess the effectiveness of that activity in improving outcomes for a specific group.

Which points to another key takeaway from our work in the 2019-22 cycle – we need to be much more explicit and intentional about weaving inquiry, research, and data-gathering into our activities from the outset. This will require both more data competency among those supporting each activity but also additional, robust data resources, including additional research staff tasked to Yuba College's Institutional Effectiveness and Student Success division.

As we developed the 2022-2025 Equity Plan, we focused on the principle of allyship that reminds us it is those most impacted in our community who need to experience the biggest changes and win first. This principle helped shape the activities we present later in this plan, activities which focus on specific DI groups and their success. We also recognize the broader work necessary to ensure that we continue to redesign our policies, practices, and the physical environments of our campuses to address the material differences and respond to the variety of needs present among our diverse community of learners, faculty, staff, and administrators.

Equity-practitioners constantly hear and use variations of the phrase “meet people where they're at.” Unfortunately, many of our efforts to implement the activities in our 2019-2022 plan took a broadscale, whole college, everyone-needs-to approach. The results were less than effective. In contrast, when we worked with specific groups to identify their needs and equity priorities, when we built relationships that allowed us to work through their questions and concerns, and then supported them in doing that hands-on work, that is when transformational change occurred. Our Advancing the Dialogue College-Wide (Activity 8) offers a clear example of this dichotomy in approach and results. Attempts to create a college-wide Book Club with brown bag session discussions of *So You Want to Talk About Race* and *How to Be Antiracist* were not well attended. In contrast, more micro-level work to advance the dialogue showed clear results, such as praxis projects from Equity 101.YC participants that resulted in more student-centered QuickReg events, that supported the development of ECE Spanish Certificate Cohorts, and that created an assignment sequence requiring business majors to consider the intersection of race and capitalism after reading Kendi. Similarly, collaboration with the Outcomes Committee resulted in an [Equity Minded Practices in the SLO Cycle](#) FAQ sheet and the Teaching Communities (Activity 2) continued to support individual instructors in building equity-minded approaches into their curriculum and pedagogy in English, ESL (English as a Second Language), Social Sciences, Sociology, and Math courses.

While our 2022-2025 Initiatives prioritize specific student groups, we recognize that there are invisible groups within our data and our college community. These groups include student parents, native and indigenous students, LGBTQIAP+ students. Similarly, the demographic categories provided by the State make it difficult to assess the challenges of faith communities we serve, such as our Sikh and Muslim students, specific ethnic groups, such our Hmong and Nisenan students, or the barriers experienced by those who are student parents, particularly single parents. In addition to the activities outlined below, we also commit to identifying invisible groups, engaging with members of those groups to pinpoint their needs, and working with them to support their sense of belonging within the college and their success in meeting their learning goals. The ways intersectional identities affect the outcomes for individual students or subsets of students is also difficult to ascertain based on our current data practices. We will not be successful in supporting our students until we have a holistic and nuanced understanding of the

ways that social identities such as race, ethnicity, gender, sexual orientation, socioeconomic status, faith, age, (dis)ability, and basic needs both impact and enrich their experiences and perspectives.

Renewed Equity Imperative

To further rehabilitate the college climate, address the chronic toxins of oppression, racism, prejudice, misogyny, and heteronormativity, and create a more inclusive and equitable college ecosystem, we recommit to the following:

- To serve as allies, decentering ourselves and our feelings, connecting directly with and listening to those outside our own social identities in order to grow our capacity for empathy, advocating for the inclusion of diverse voices, prioritizing the inclusion and safety of marginalized groups and vulnerable individuals, moving from the performative periphery into active partnerships that create long-lasting, consistent support and resources based on the needs identified by minoritized or vulnerable communities, and holding ourselves and others accountable for the impact of our actions.
- To reform the systemic ways in which dominant social identities, such as whiteness, ableness, heterosexuality, and Christianity are implicit in the underlying expectations and norms on which the college operates.
- To counteract the ways that implicit bias and stereotypes play out in our expectations and relationships, including as microaggressions and especially with minoritized students, and to work with members of minoritized groups to promote their inclusion and wellbeing.
- To apply intersectionality -- the theory of how overlapping or intersecting social identities affect an individual's experience within a system or structure -- as a lens through which to recognize, honor, and value individuals' diverse experiences, challenges, skills, cultures, and worldviews, rather than seeing merely data points, demographics and deficits.
- To create institutional policies, processes and practices that are antibias and antiracist, and that integrate communal wealth, cultural capital, and diverse ways of learning and knowing.

2022-2025 Equity Plan Initiatives

Metric: Successful Enrollment

3-year outcome: Increase Black or African American student enrollment by 6%, which reduces current equity gap by one-quarter.

Year 1: Conduct a thorough analysis of institutional policies, processes, practices and culture to assess, analyze, and develop interventions for friction points and inequities experienced by Black and African American students during outreach, orientation and enrollment.

Year 2: Develop and implement culturally responsive, race conscious front-line services to help Black/African American students with the matriculation and enrollment processes.

Year 3: Assess the implementation of equity practices and their impact in making the registration process student-friendly, welcoming and inclusive.

Metric: Completed Transfer-Level Math & English

3-year outcome: Close equity gap between DSPS and non-DSPS attainment rate from 10% (3-year average, 2018-2021) to 3% by 2025.

Year 1: Conduct a thorough analysis of institutional policies, processes, practices and culture to assess, analyze, and develop interventions for friction points and inequities experienced by DSPS students in transfer-level Math and English courses, particularly in relation to instruction and student services.

Year 2: Develop and implement a holistic, wrap-around, and tailored approach to identify individual students' learning challenges and support their successful completion of transfer-level English and Math, using cross functional teams that combine DSPS resources, tutoring services and instruction.

Year 3: Assess the implementation of equity practices and their impact in closing completion gaps for DSPS students in transfer-level Math and English courses.

Metric: Persistence from First Primary Term to Secondary Term

3-year outcome: Increase Black or African American student primary to secondary term persistence by 7%, which reduces current equity gap by one-third.

Year 1: Conduct a thorough analysis of institutional policies, processes, practices and culture to assess, analyze, and develop interventions for friction points and inequities experienced by Black or African American students as they navigate their first primary term within the Yuba College ecosystem and transition to their secondary term.

Year 2: Based on findings from Year 1, develop and implement culturally responsive, race conscious retention strategies, including proactive and affirming communication regarding registration, timely interventions, comprehensive basic needs resources and financial aid services, and alterations to the college ecosystem so that it engages and affirms Black or African American students and their success.

Year 3: Assess the implementation of equity practices and their impact on retention rates for Black or African American students.

Metric: Transfer

3-year outcome: Increase Hispanic or Latinx transfer by 7%, which reduces current equity gap by one-quarter.

Year 1: Conduct a thorough analysis of institutional policies, processes, practices and culture to assess, analyze, and develop interventions for friction points and inequities experienced by Hispanic or Latinx students as they complete their degree and navigate the transfer-process.

Year 2: Based on findings from Year 1, develop and implement culturally-responsive, student-friendly transfer services and activities, including transfer programming that specifically supports Latinx or Hispanic students and proactive and affirming communication regarding next steps to achieve completion and transfer (coursework, application processes and deadlines). Develop and implement culturally responsive, student-centered retention and completion strategies, including comprehensive basic needs resources and financial aid services, timely interventions to prevent stop out, and

alterations to the college ecosystem so that it engages and affirms Latinx or Hispanic students and their success.

Year 3: Assess the implementation of equity practices and their impact on transfer rates for Hispanic or Latinx students.

Metric: Completion

3-year outcome: Increase completion for Black or African American students by 5%, which reduces current equity gap by half.

Year 1: Conduct a thorough analysis of institutional policies, processes, practices and culture to assess, analyze, and develop interventions for friction points and inequities experienced by Black or African American students in achieving their Vision for Success goals. Specifically analyzing the impact of the college climate on outcomes for Black or African American students and their experiences in the classroom and with student services.

Year 2: Based on findings from Year 1 analyses of friction points in enrollment, persistence, and completion, develop and implement culturally-responsive, race conscious retention and completion strategies, including proactive and affirming communication regarding next steps to achieve completion (coursework, application processes and deadlines), comprehensive basic needs resources and financial aid services, timely interventions to prevent stop out, and alterations to the college ecosystem so that it engages and affirms Black or African American students and their success.

Year 3: Assess the implementation of equity practices and their impact on completion rates for Black or African American students.

Resource Allocation towards Student Equity Plan Initiatives

The following budget is estimated based on 2020-22 actual expenditures. These expenditures include: Puente Counseling, MESA coordination, Research, Student Equity faculty leadership, Student Equity coordination and administration, Campus Life, Student Assistants – peer mentors, identity and engagement ambassadors, professional development, supplies and materials, other operating and capital outlay for SEA initiatives.

| Expenditure Type | Allocation |
|-----------------------------------|-------------------|
| 1000 - Instructional Salaries | 293,590 |
| 2000 - Non-Instructional Salaries | 247,874 |
| 3000 - Employee Benefits | 203,863 |
| 4000 - Supplies and Materials | 66,205 |
| 5000 - Other Operating Expenses | 75,846 |
| 6000 - Capital Outlay | 79,812 |
| 7000 - Other Outgo | 94 |
| Total Estimated Allocation | 967,284 |

Yuba College Contacts for Further Information

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